WELLESLEY COLLEGE NEWS

WELLESLEY, MASS., JANUARY 18, 1912.

VOL. XX No. 14

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VOL. XX. WELLESLEY, JANUARY 18, 1912. No. 14

ADDRESS BY DR. SNEDDEN, MASSACHUSETTS COMMISSIONER OF EDUCATION.

Dr. David Snedden, addressing the college on the evening of January 8, in College Hall Chapel, concerning "Some Problems in Education," first stressed the fact that this is a dynamic age, one which has accepted the tradition of change, and which, therefore, expects evolution, development; he then proceeded to show that this spirit is especially apparent and especially active in secondary education.

"The American people," said Dr. Snedden, "are determined that secondary education shall be modified and improved." The education of to-morrow must be more effective than to-day's. Yet it is not a reflection upon our secondary education that it has become inadequate—it is one of the indications that it is democratized, that education which used to be for the few is now for the many. There are over one million people in the secondary schools or over one per cent. of our whole population. Almost the first demand which this democratizing of the schools makes is for vocational schools—schools where the immediately-productive worker may be trained. The separation of these vocational schools from the regular secondary schools is now, says Dr. Snedden, an administrative necessity.

The regular secondary school is not for the producer but for the consumer, for the acquirer of a liberal education. These two descriptions of the pupil of the secondary schools are reconcilable in one fundamental meaning of liberal education. It is the education which sets free the powers of the mind to take advantage of the resources of the wide world from which we consume—the world of musicians, painters, scientists, doctors, poets, makers of fabrics, suppliers of food. The traditional secondary education has not produced this liberal education to the fullest extent, but the new education must; for the need and value of intelligent and discriminating use, in its reaction both on the user and the producer, is now seen to be a strong instrument for the elevation of civilization.

With this conception the High School curriculum must necessarily change. The English courses must make of every boy and girl an appreciator of good, not necessarily classic literature; the science courses must be numerous and illuminating, for they are fundamental in seeing the world large; courses in politics—in the collective purchase of service—must make the users of public service know how to employ the right persons—the honest and efficient men; courses in music, not of the type which produces the musician, must be organized and developed, for the field which has hitherto been so meager is now vast. An education such as these courses indicate would necessarily result in training of the mind, in broadening outlook, and hence in true culture and sympathy.

LECTURE BY PROFESSOR LESTER F. WARD.

On Monday evening, January eighth, in a lecture given before the Phi Beta Kappa Society, Professor Lester F. Ward of Brown University explained, under the title, "The Education that Educates," his theory of education.

The word, "to educate," does not mean, as so many have held, "to draw out;" it means, rather, to add to the amount of knowledge possessed. Increase of intellectual power is measured by increase of knowledge.

The knowledge which is most vitally important is knowledge of one's environment. This conception may include all the branches of knowledge, since our environment is not wholly material, but moral and psychic as well, but it necessitates a rearrangement in the order of their importance and their presentation. Since the universe is our environment, the study of natural phenomena should take the first place, and these phenomena should be presented in the order in which they came into existence. The present system of education emphasizes those subjects which are most remote, complex and derivative, and which, consequently, should be presented last.

Modern education is not practical beyond the teaching of the three R's, which is not true education, but merely the necessary preparation for it. Education at present merely affords a means for enjoyment. At this time, when the masses are coming to themselves, it is needful to supply them with knowledge which shall be of use to them in their daily life. They themselves realize this, and from them is coming a growing demand for a knowledge which shall be practical. Such knowledge would, under Professor Ward's system, be given them.

"Occupations for Women Other Than Teaching."

Address by Miss Frances Cummings.

Miss Frances Cummings, Director of the New York Intercollegiate Bureau of Occupations, gave

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a talk, on January 10, in College Hall Chapel, concerning the work and aim of the bureau which she represents.

The bureau was established, through the initiative of Smith College, by a conference of eight large college clubs in New York. Its object is the supplying of positions—outside of teachers' positions—and advice to college graduates who register with it.

Miss Cummings, in giving an idea of the scope of the work, classified the varieties of calls which would-be employers make upon it. Secretaries, but secretaries with knowledge of stenography and typewriting, are in great demand; usually their salaries are small. A large and very important field is open to social secretaries, and especially to district nurses; investigators with a knowledge of Italian, Yiddish or Slavic, special types of teachers, such as gymnasium and handicraft teachers, household administrators, and heads of institutions, are much needed.

There has been, since the bureau was formed, last October, almost no call for advertisers, for people to fill literary positions in publishing houses, or for translators, for although there is a large field in the first two types of positions, they are almost wholly filled by promotions within the firm where the need arises.

DEUTSCHER VEREIN.

The Deutscher Verein held its Christmas Party in the Tau Zeta Epsilon House, Monday evening, December eleventh. Ten German children came from Boston to see Santa Claus. At half-past seven, voices from outside were heard singing German carols. Nearer they came, under the windows, around the house, lighting their way with candles. Before the door they paused, with a pleading little song, were rewarded by "Herein, Kinder," and the whole company joined them in "O Tannenbaum," about the lighted tree.

Our little German guests sang favorite old carols from the gallery of the house. The "Weihnachtsmann" waited outside and heard them through, silencing his bells; then made a dramatic entrance through the side window. Screams of delight and surprise greeted him as each child rushed forward to see whether his Christmas letter to Santa had been heeded. He undid his pack, and every child saw his wish fulfilled. Charlotte Henze captivated us all by her jovial impersonation.

Chocolate and German cakes were half neglected in the excitement, but soon bedtime called our young guests home, and then followed Pretorius' "Es ist ein Reis'entsprungen," and more carols; a charming reading of Andersen's "Der Tannenbaum" from Frau Schmidt. From the gallery again a chorus sang "Die Himmel ruhmen," with Fraulein Muller at the piano, for a close. The half-hour before, the song of the night watchman, crying the hours, had sounded.

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All items of college interest will be received by Miss Cathrene H. Peebles, Wellesley College, Wellesley, Mass.

All Alumnæ News should be sent to Miss Bertha March, 394 Massachusetts Ave., Boston, Mass.

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EDITORIALS.

ON PAINTING A PICTURE.

It is impossible to go into Mr. John J. Enneking's studio in Boston, and not come out immensely richer in ideas and ambition. During our last visit Mr. Enneking showed us some recently-completed paintings, and entertained us the while with running comments and criticisms of each picture.

"Now here," he began, "is a picture I call 'A Storm in the Berkshires.' You like it? Well, it wasn't always like this. Began it twenty-five years ago and have worked at it, off and on, ever since. At first, away over here on this slope I had a beautiful bit of color—gorgeous! 'Twas the effect made by the sun just bursting from the storm-cloud, and I liked it. But," he said, "people would come in and say, 'Oh, see that glorious light on the hilltop there! Isn't it beautiful!' Then I saw that that light talked too much, and I had to paint it out. Took a long time to get up my courage to do it, because I had been immensely proud of that particular effect, but I did it.

"The next thing I knew people were saying, 'Just look at that little pond down there! How did he ever get the reflection of the trees and clouds so perfect?' It was harder to paint out that pond than it had been to destroy the light on the hilltop, but I couldn't have it talking like that, so I had to do it. Now, thinks I, here is the storm this time. But no!

"'Do you see that little road, how it winds down through the trees into the valley? One could walk right into that picture, Mr. Enneking!' That road talked too much! It really was a very good road. In fact, I spent weeks perfecting the drawing and perspective. Nobody had ever painted a road like it before, winding down that way, and I hated to lose it. 'You talk too much,' I said, 'and, by Jove! I'll have 'em talk about the storm yet!' So I painted it out, and sure enough, I had the storm left! It's the storm that talks now, but it took twenty-five years to teach it how."

And it was the storm that talked—nothing else. Not that it merely "talked"—it lived and had its being there upon the canvas; because—must the NEWS, in its fearful didacticism, point out the reason? We all know; ever since the day when a sudden flash of light illumined the grim page of a Freshman theme, a theme hopelessly without "unity and coherence," we have known the worth of unity, not merely as one of the dread triad, but as a real principle to live by.

"So I painted it out." Surely a pity to paint out that bright-colored bit of inadvertence, that trailing lane of evasion or shirking—it is so pleasant to wander in the lane, to feel that someone else will do the disagreeable thing if we don't, that it really makes no difference if the one thing that we stand for that gives meaning and reason to our lives is blurred or lost; but it was worth while in the picture, and it surely seems a nobler and more exacting thing to be fashioning a life than a picture.

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ROOMMATES.

There are roommates of all sorts: the careless, happy-go-lucky kind that seldom stays in her room, makes flying trips to Boston, and towards examination time stays up late to cram, while you calmly retire at your usual hour.

Or perhaps you room with the hard-working, conscientious type that puts you to shame by her industry. She, you feel, has settled for herself just what things in college are worth while, and she diligently pursues those things.

The ideal roommate—is she not, after all, the one who, like yourself, is struggling towards the higher, fuller life? She is one whom you feel to be as imperfect as yourself, and yet one whose efforts inspire you to like endeavor. With such a roommate there is a tacit agreement of mutual endeavor, mutual inspiration, even mutual correction. She is the one girl whom you permit to correct you, whose lifted eyebrows at your slang, and whose patient putting away of towels reproach you to the point of reform. Her readiness to hear your troubles and settle them is no less efficient than your efforts to settle hers. She is not always wiser than you, for at times she also accepts your advice, your decision. There is no leaning to one side; each, standing erect, reaches to the other the helping hand of comradeship and understanding.

This should be the glory and the usefulness of all roommates. When two girls enter into such close relationship, one must learn from the other. If each is eager to learn, each calls out the best in the other and incites to activity. No one is so glad as your roommate of your little honors, no one so sympathetic in failure. The ideal roommate gives you the needed impetus to try again. You feel that she knows your possibilities. If she believes in you, you have confidence in yourself, and you do try again, and whether you succeed or not, you have been benefited by the fight.

Think of your roommate now—can you not learn from her, are you not learning every day? And not only are you deriving unconscious benefit from her, but are you giving anything in return? We are all so apt to take roommates as a matter of course. Of course yours is a "peach," and you love her enormously—but are you a source of inspiration, each to the other? Are you critical enough, lovingly, of each other's faults in such a way that those faults tend to disappear for virtues? This is the great test for the belief that roommates are worth while. It is the great merit of their existence.

COLLEGE CALENDAR.

Saturday, January 20, 7.30 P.M. at the Barn. Barnswallow Play.

Sunday, January 21, 11.00 A.M., Houghton Memorial Chapel. Preacher, President William D. Hyde of Bowdoin College.
7.00 P.M., vesper service.

Monday, January 22, 7.30 P.M., College Hall Chapel. Artist Recital. Madame Carmen Melis, prima donna of Boston Opera Company.

Friday, January 26, 3.00-5.30 P.M., Browning Room. Conferences for students intending to teach with Mr. Vincent B. Fiske of the Albany Teachers' Agency.

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SOCIETY NOTES.

Tau Zeta Epsilon Program Meeting.

January 13, 1912.

Pictures.

I. Franz Hals: Portrait of a Lady.
Metropolitan Museum.
Model: Helen Frank.
Head Critic: Helen Davis.
Assistants: D. Q. Applegate, Edith Erskine.

II. Franz Hals: Portrait of a Man.
Metropolitan Museum.
Model: Elizabeth Blaney.
Head Critic: D. Q. Applegate.
Assistants: Clara Hart, Helen Sullivan, Alma Kolk.

III. Vermeer: Girl at a Casement.
Metropolitan Museum.
Model: Florence Moore.
Assistants: Grace Boynton, Louise Eppich.

Music.

Fraulein Muller played from "Die Meistersinger."

Agora Society Program Meeting.

At a regular meeting of the Agora Society, held Saturday evening, January 13, the following program was presented:

A preliminary hearing before the Board of Health to consider charges of uncleanliness and decomposition of food, and adulteration of food and drugs, brought against a market owner and baker.

The characters were:

President of the Board of Health, Marion Loker, 1912
Doctor.....Alice Bennett, 1912
Inspector.....Katharine Pardee, 1912
Representative of Consumers' League, Marion Hale, 1913
Market Owner.....Marian Rider, 1913
Baker.....Cecelia Hersey, 1913
Witness, Woman of the Tenements. Constance Reed, 1913

Society Zeta Alpha Program Meeting.

On Saturday evening, January 13, 1912, at a meeting of Society Zeta Alpha the following program was given:

Papers:

"Maeterlinck as a lover of Humanity," Ida Peirce
"Synopsis of Mary Magdalene," Lura Griswold

Presentation of scenes from Mary Magdalene:

Act I. Scenes 1 and 2.
Act III. Scenes 4 and 5.

Cast.

Mary Magdalene.....Dorothy Bullard
Verus.....Louise Ufford
Silanus.....Alice Ross
Martha.....Christine Chapman

Coach, Helen Stinson.

Phi Sigma.

On Saturday evening, January 13, the Phi Sigma Fraternity repeated its Christmas Masque, "Saint Olaf," for its visiting alumnæ.

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Society Alpha Kappa Chi Program Meeting.

On Saturday evening, January 13, Society Alpha Kappa Chi initiated into membership Miss Agnes F. Perkins, Associate Professor in the Department of English Composition.

The work on Sophocles' Electra was completed and the following program presented:

Paper: "The Orestes Story in Greek Tragedy," Edith Allyn

The last scenes from Sophocles' Electra.

Setting: Argos, before the Palace of the Pelopidæ.

Characters:

Orestes, son of Agamemnon.....Gladys Whitten
Electra, sister of Orestes.....Effie Kuhn
Ægisthus, Clytemnestra's paramour.Helen Wheeler
Old Man, faithful attendant.....Ruth Perkins
First Maiden.....Marion Corliss
Second Maiden.....Marguerite Pearsall
Other Maidens: Mary Fitzpatrick, Dorothy Geer and Doris Fenton.
Pylades.....Mary Clifford

Browning Society Notes.

The Browning Society of Boston offers two prizes, of thirty and twenty dollars respectively, for the two best essays on the subject of "Browning's Creative Art as Shown in the 'Ring and the Book.'"

The offer is open to undergraduates of Wellesley College. The winners are expected, if possible, to read their essays before the society at an assigned meeting.

The essays are to be of about four thousand words, submitted under the usual conditions of sealed names, to a Committee of Judges appointed by the society, and are to be sent before March first, 1912, to the corresponding secretary, Miss Marie Ada Molineux, 2 Regent Circle, Boulevard, Brookline, Mass.

Shakespeare Society Program Meeting,

January 13, 1912.

Program:

Much Ado About Nothing: Its History and Plot.....Dorothy Deland
Shakespeare News.....Grace Perry
The Characters of Much Ado About Nothing.....Agnes Rockwell

Scenes from Much Ado About Nothing:

Act I. Scene I.

Act II. Scene I.

Leonato.....Dorothy Deemer
Don Pedro.....Margaret Law
Don John.....Frances Gray
Claudio.....Lina Carr
Benedict.....Mary Humphrey
Borachio.....Bonita Ferguson
Balthasar.....Marjorie Soule
Antonio.....Frances Mullinax
Messenger.....Bonita Ferguson
Hero.....Lili Timmerman
Beatrice.....Edith Besse
Margaret.....Sarah Parker
Ursula.....Maud Davis

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MEETING OF SOCIAL STUDY CIRCLE.

On Monday night, January 8, the Social Study Circle met at the Alpha Kappa Chi House. Mrs. Sue Ainslee Clark introduced Miss McGill, a young girl of seventeen, who told us of the strike in Muscatine, Iowa, in which she has been active. Miss McGill entered the pearl button factory to earn money to enable her to attend college, and "Here I am," she said naively, as she began her talk. She outlined the situation in Muscatine as follows:

"The button-makers worked in unsanitary buildings, at unprotected, dangerous machinery. Their wages were cut several times a winter by the employers, who paid them according to piece-work, so much for a gross of perfect buttons, a gross considered anywhere from 168 to 200 buttons, sold by the employer, though, at 144 per gross. They were not paid for imperfect buttons, though these were also on the market. Individual protest was of no avail. Protection by organization was resorted to, and a union was formed. The workers were then locked out on the streets. Upon a compromise, of no discrimination between union and non-union workers, the strikers went back in May. When one factory locked its workers out in August again, the other workers, because of their unswerving loyalty and devotion to their principle and to each other, supported these two hundred workers by an assessment of five per cent. of their wages, until these very wages were decreased, and they were all locked out a second time. Stringent measures were taken to force them to disband their union, and the commercial men of the city, at first favorably inclined, refused to give the unemployed strikers credit. The problem of caring for and feeding over fifteen hundred men and women was met by instituting a commissarial store and a restaurant, which are supported by contributions from other unions and from sympathizing individuals. Each striker receives but fifty cents' worth of necessaries a week, and there is no better prospect until March. Then the union will be entitled to the strikers' benefit from the American Federation of Labor, which gives each member four dollars a week. The strikers want arbitration, no discrimination between union and non-union workers, the number of buttons per gross fixed at one hundred and forty-four, and correct scales for weighing the buttons. If the strikers can only hold out until March, then victory is practically won."

Miss McGill asked only that we consider, in all fairness, the point of view of the worker and, inasmuch as their struggle is for the principles of justice and a decent standard of living for the wage-earner, that we give to them the support of our

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sympathy and understanding. No one that heard her, however, could doubt the great need of the workers for more tangible support.

FREE PRESS.

I.

So many of us have had the intention of joining the Drama League and so few of us have actually sent in our names. Our instructors have suggested that membership would be a splendid thing for us, especially as college people supposed to be interested in advancement, literary and social. The college theater-going population is extremely large and might be made a great force for good if its attendance were concentrated upon the plays that are really excellent. These plays the Drama League bulletins attempt to point out, and prominent people, actors and otherwise, speak at the meetings. A few of us (to whom tickets were lent) had the privilege last week of hearing Mr. William Faversham's lecture before the Drama League of Boston. Mr. Faversham showed what possibility of power the stage holds. People remember only about five per cent. of what they read and twenty-five of what they see and hear. The stage must, first of all, entertain, but a great deal of valuable instruction is added to entertainment in the good play well acted: instruction in speech, in deportment, even in morality. The stage may also help foster poetry and imagination, two things which seem to be almost dying out in this age and country.

If any of these things interest us, we should do our little best to further them, and joining the Drama League will help. For those who will be far from Boston, after leaving college, this might turn to a Free Press upon seizing an opportunity for service before it is hopelessly lost.

II.

That was a right good turkey you had for Christmas dinner and a beautiful Christmas tree! With all your heart you wanted to share it with your friends, but, what with four separate sets of aunts and uncles and goodness knows how many cousins, the turkey wouldn't go round and, in the crush, no one could see the Christmas-tree. So, next year, because Christmas is a "family day," of course you will choose just the aunts and cousins and then—

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well, then you will know which was truly Christmas and which just a noisy, mixed-up party where no one could have a really good time.

There's a mighty big family of cousins here now—fourteen hundred of us—and I can't tell you how many good Faculty aunts. This year at Christmas vespers, half the aunts couldn't get inside of the doors for our Christmas party. A good share of the cousins stayed away "because they didn't like it anymore!" Those that came didn't have much of a good time. And the friends—they were jammed and jostled and crushed—they couldn't hear the music, they couldn't see the Christmas-tree; they had just a bare lean drum-stick from the turkey.

Next year, what's our Christmas party going to be? At our next Student Government meeting we have to choose. S. W. P., 1913.

III.

I hoped to qualify as a Mr. Micawber and wait patiently for something to turn up, but that virtuous trait apparently is deficient in quantity and as a result I am moved to remonstrance. If there is one subject more than another which has gained undue and unmerited prominence and which has earned the chance to blush unseen, it is the society question—therefore let me add one more remark that will make still more difficult the straight and narrow path that has already been so carefully laid off by other kind friends and critics. The new plan was, I believe, designed by well-meaning people to eliminate as nearly as possible, the rushing system which most sane, mature people admit is—well, undignified. But a new term has crept into use which, I fear, has somewhat the

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same connotation as the old bete noir—it is the phrase "being nice to people." If "being nice to people" means merely being hail-fellow-well-met to everyone and making this vale of tears (?) a little more pleasant, then, I say, by all means be "nice to people." But if "being nice to people" means being nice to those people who are attractive socially and who will, perhaps, be eligible next term and whom we should like to have in our society, then, I ask, how does it differ from rushing?

There may, of course, be those who approve of rushing and who feel that it is a term which connotes a certain ineradicable trait in human nature, but haven't they given bond to give the new plan a fair trial and are they not, in entering the societies under the new system, in honor bound to hold by the rules of the game and play fair? It does seem rather petty to evade a direct issue in this manner. Isn't it possible to make another effort for that much-sought-after happy medium when we are glad to meet and know new friends and very glad to extend a hearty welcome to all who may attend Open House, where we are not labeled as "snobs," but where, on the other hand, we do not lay ourselves, and worst of all our societies, open to criticism and ridicule?

COLLEGE NOTES.

Miss Case, Miss Calkins and Miss Bowman, of the Department of Philosophy, Dr. Hutchinson, Miss Walmsley and Miss Tuppee, graduate students, and Miss Anne L. Crawford, a former student and assistant, attended the meetings, December 27-29, of the American Philosophical Association in Cambridge. Many of those present thought that nothing better was contributed to the discussion than the brief and illuminating comment made by Miss Case upon the relation to each other of different forms of the realists' argument.

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68. Akerman, Bessie M. '92-93.
863. Bristol, Louise F. '06-10. B.A. 1910.
1898. Davis, Marion Theresa. (Mrs. Barton.) '93-94.
2188. Durflinger, Annie Laurie. '87-91. B.S. '91.
3006. Gray, Jessie Tenney. (Mrs. Charles F. Caswell.) '82-84.
3714. Houck, Kate M. 1882-.
3726. Houston, Esther H. '97-99.
3802. Hughes, Marion J. 1907-08.
3834. Hunt, Mary K. '82-83.
3837. Hunt, Mary M. 1879.
3925. Jackson, Adeline (Allie) Beals. (Mrs. George Weston.) 1875.
3933. Jackson Florence E. (Mrs. Leon C. Quayle.) '03-04.
3957. Jaycox, Mary. '83-84.
3999. Johnson, Anna Chapman. (Mrs. William J. Semelroth.) '84-85.
4006. Johnson, Edna. 1890-91.
4015. Johnson, Grace L. '87-88.
4018. Johnson, Julia Noble. '87-88.
4041. Jones, Carrie W. (Mrs. Henry Leath.) '82-83.
4053. Jones, Grace F. (Mrs. Duncan D. Dexter.) 1875-.
4059. Jones, Henrietta Oed. '80.
4065. Jones, Katherine A. 1885-86.
4167. Kent, Cora May. '92-3.
4198. Kimball, Mary T. '83-4.
4221. Kinney, Florence. '85-6.
4226. Kirby, Mary Louise. '95-7.
4247. Knight, Altay Juetle. 1900-01.
4301. Ladd, Julia Eirene. '88-9.
4309. Lamar, Gussie. (Mrs. Hugh Heiskell.) 1892-94.
4316. Lammers, Bessie Agnes. (Mrs. Temple?) '91-2.
4333. Lane, Effie Jean. (Mrs. James Edson Noyes.) 1882-84.
4340. Langley, Elizabeth. '82-3.
4358. Latham, Edith Mae. 1900-01.
4364. Lathrop, Jessie. (Mrs. Mabry Mellier.) 1899-.
4388. Leacock, Carrie. '79.
4402. Lee, Alice. 1875-76.
4406. Lee, Helen. '77.
4438. Leonard, Grace Jemima. (Mrs. Frank Teets.) 1895-96.
4564. Long, Winifred H. 1893-94.
4573. Longstreet, Juliet A. (Mrs. George Pierce Wadley.) 1891-93.
4576. Look, Susanne Avery. 1888-90.
4599. Loring, Julia E. 1899-.
4626. Lucas, Minnie E. 1887-88.
4637. Lunt, Lizzie Simpson. (or E. H.) Mrs. Hannah.) '75.
4644. Lyde, Louise. '85-6.
4658. Lynde, Helen. (Mrs. Gilbert Harrison Gates.) 1883-84.
4668. Lytle, Anna Webster. 1899-.

ADDITIONS TO THE COLLEGE HALL LIBRARY.

The following books have recently been added to the Anne Eugenia Morgan Library, Alcove 1, College Hall Library.

Dickens.—Bleak House.
Christmas stories.
David Copperfield.
Dombey & Son.
Little Dorrit.
Old Curiosity Shop.
Oliver Twist.
Nicholas Nickleby.
Tale of two cities.
Eliot.—Adam Bede.
Mill on the Floss.
Middlemarch.
Romola.
Scenes from clerical life.
Hawthorne.—House of seven gables.
Marble faun.
Tanglewood tales.
Twice-told tales.
Scarlet letter.
Hugo.—Les Miserables.
Hurll.—Life of our Lord in art.
Jameson.—Sacred & legendary art. 5 vols.
Kipling.—Jungle books.

(Continued on page 11)

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Of sleep, but for sleep there is plenty of time
And to spare, on the train going back!

Do your midyears come in succession;
Exams or papers, my dear?
Shall you go home between,
Or stay at this scene,
Of destruction, and trembling and fear?
[And,—Oh say I wanted to ask you—]

Shall you have a man to glee club?
Shall you go the dance, my dear?
Have you dances left?
For I'm quite bereft,—
My dance card's quite empty, I fear.
[Oh thanks a lot, the third? and say—]

Shall you go to the shore at Easter,
Or down to New York, my dear?
Will your family come here,
Or do you live near?
I shall have to go home, I fear.
[For you know just how it is—]

I must get my clothes for Commencement,
Garden party and so on, my dear;
With things in this mess
And such cares to distress,
I shan't live to finish, I fear.

MY LEGENDA PICTURE.

Tipped up nose and sickish grin,
Eyes with holy curve on high,
Hair that's most unholy frizzed—
Lack o' mercy on us, this is none o' I!

"Why, my dear, it flatters you!
There's some sense in that eye—
Your nose is really twice as bad—"
Lack o' mercy on us, then does that look like I?

ADDITIONS TO THE COLLEGE HALL LIBRARY—Continued.

Macdonald.—Alec Forbes.
Donal Grant.
Robert Falconer.
Sir Gibbie.
Warlock of Glenwarlock.
Mackenzie.—Manual of Ethics.
Meredith.—Diana of Crossways.
The egoist.
Ordeal of Richard Feverel.
Shaving of Shagpat.
Palgrave.—Golden treasury.
Palmer.—The field of ethics.
Life & works of George Herbert.
The nature of goodness.
The problem of freedom.
Paulsen.—A system of ethics.
Royce.—The religious aspect of philosophy.
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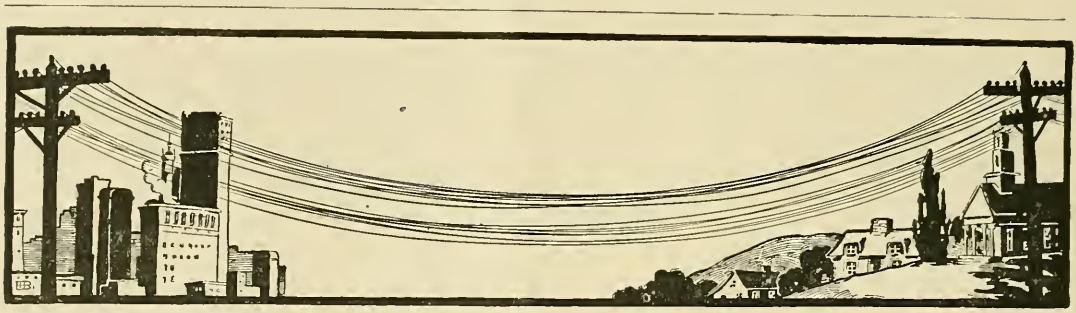

ALUMNÆ DEPARTMENT.

NEWS NOTES.

A guest at the meeting of the American Economics Association, held in Washington this past vacation, writes in a personal letter as follows:

"But I won't try to give you a history of the doings, only I must just tell you of the laurels which were showered upon Miss Balch's head this morning. When the allotted time was up, cries of Encore! Encore! came from all over the big room, and though Miss Balch came down from the platform, she had to go back again, and continue, to content the audience. Then a second time she stopped, and some one moved that she should give her further notes at the end of the session—but alas! there was not time. Her splendid humanitarian spirit, and practical knowledge of ways of aiding the poor, misunderstood newcomers was what went to the hearts of her hearers."

At the Christmas exercises of the Brooklyn Girls' High School, on December 22, a large appropriately framed sepia print of the Alice Freeman Palmer Memorial was presented to the school by the Wellesley Alumnæ among its teachers. The Misses Loeber, White, Kolk and Otter, G. H. S. graduates and undergraduates at Wellesley, returned for the occasion and led very happily in the singing of Alma Mater at the close of the presentation. A letter from Daniel Chester French in interpretation of his work added a personal and inspiring note to the impressive occasion.

'85—On January 12 Caroline B. Cook spoke before the study class of the Boston Equal Suffrage Association for Good Government on the objection to the practical need of the ballot: "Women's Power greater without the Ballot."

'96—Elizabeth Adams received the degree of M. A. from Columbia University in June, 1911. Jennie R. Beale took her Master's Degree at University of Pennsylvania, 1910.

'96—Gertrude Carter (Mrs. A. A. Gilman) is stationed at the American Church Mission, Chaugaha, Hunan Province, China. She writes that they are building a large stone church there, that they have forty boys in the boarding school, forty girls in the girls' day school, and twenty boys in the boys' day school.

'98—Jessie Degen is teaching in Miss May's school in Boston.

1911—Katharine Williams is teaching in the Germantown Friends' School, Germantown, Pennsylvania. Address 245 East Johnson Street, Germantown.

NEWS OF THE WELLESLEY CLUBS.

Having chosen the large blue dining-room at the Leamington, because blue is the Wellesley color, the members of the Wellesley club of Minneapolis luncheoned in state recently at the annual affair which brings together during the holidays the many, many Wellesley former students, the active members and the girls put down on the Wellesley list as "members in spe."

Covers were placed for fifty-five, and the pretty tints of the blue room, with its draperies and furniture, were accentuated by the brilliant red of Christmas flowers and the bright color of the evergreens that decorated the table. Wellesley did not have merely a spread with dry-cut speeches; on the contrary, to enliven the occasion, an informal program was introduced that radiated an atmosphere of a college frolic.

To begin with, as the guests entered in their pretty afternoon gowns, they had to register, just as they do when entering college, and then they found directions on the bulletin board, the directions in this instance being information as to their places at the table. The guests were divided in five groups, and each group had a professor (at least, a take-off on a professor), as a presiding member. The presiding women interpreted the respective Wellesley professors, and to Mrs. Edmund D. Brooks, Mrs. L. A. Crandall, Mrs. T. G. Winter, Mrs. James Richardson, Mrs. Henry E. Cass, Miss Mary Lindsey, Miss Harriet Robertson, Miss Julia Drew and Miss Blanche Wells of Min-

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neapolis and Miss Mabel Cooper of St. Paul had been assigned these duties.

The after-luncheon frolic included imitations of the specially observed festive days at Wellesley, such as Tree Day, May Day, when the Seniors roll the hoops, Field Day, Commencement Day, the glee club concert and midyear examinations day. Name cards in the form of midyear examination cards had been placed at each cover and these were the souvenirs which each guest kept as a reminder of the luncheon.

Miss Mary E. Lindsey is the president of the Wellesley club this year and Mrs. H. Wood Palmer is the secretary and the treasurer. Miss Ruth Wilson was in charge of the arrangements for the luncheon. The guests of the club were the prospective Wellesley College students, Miss Catherine Baker, Miss Pearl Condy, Miss Margaret Frisbie, Miss Margaret Foque, Miss Edith Winter, Miss Eugenia Wagner, Miss Alma Sidnam.

Minneapolis has about seventy-five members in her Wellesley club, and as St. Paul does not have an organization of her Wellesley women, the women always share in the festivities with the Minneapolis club.

ENGAGEMENTS.

E. Constance Emerson, '96, to Dr. William E. Geil of Doylestown, Pennsylvania.

Alice F. Morton, 1910, to Thomas Mack Claflin, Harvard, 1907.

Natalie Williams, 1913, to Edward Platt Gardner of Port Discovery, Washington.

Louise B. Tarbell, 1912, to Lawrence Boylston Chapman, Massachusetts Institute of Technology, 1910, of New London, Connecticut.

Christine Anderson Dickey, 1909, to Leonard S. Farr of Holyoke, Massachusetts.

Maude W. Collier, 1905, to Lowell B. Judson, Harvard, 1900, of Lansing, Michigan.

MARRIAGES.

French—Campbell. On December 11, 1911, at Winter Hill, Massachusetts, Helen P. Campbell, 1907-1909, to Edward Sanborn French.

Alden—Elliot. Una Elliot, 1909, to Edward S. Alden, Jr.

Burnett—Phillips. At Longport, New Jersey, on November 18, 1911, Lavinia Blanche Phillips, 1907-1911, to George Brinton Burnett.

McCarron—Butterbach. In Red Bank, New Jersey, December 2, 1911, Helena Butterbach, 1909, to James Patrick McCarron. At home, Fair Haven, New Jersey.

Jackson—Phelps. In Louisville, Kentucky, December 20, 1911, Aph Pryor Phelps, 1909, to Eli Oldham Jackson of Eminence, Kentucky. At home in Eminence, Kentucky.

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